

# Red Room Pre-School Annex

Inspection report for early years provision

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**Unique reference number** EY313518  
**Inspection date** 07/12/2011  
**Inspector** Michelle Tuck

**Setting address** School House, Chewton Mendip Primary School, High Street, Chewton Mendip, Radstock, BA3 4LL

**Telephone number** 07716 765820

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Red Room Pre-school Annex is a committee run group which opened in 2005. The pre-school operates from a converted school house in the grounds of Chewton Mendip School, in Somerset. The accommodation consists of two rooms with separate cloakroom facilities, a kitchen and a snack area. There is also access to a tarmac outside area. The group is registered on the Early Years Register. It provides care for up to 20 children between two and the end of the early years age range, at any one time. There are currently 21 children on roll. The group receives funding for the provision of free early education for three and four year old children. It opens Monday to Friday between 9.00am and 3.30pm.

There are six members of staff, three of which have Early Years Professional Status. All have an early years qualification or are working towards one.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely happy at the preschool. Excellent observation, assessment and planning systems enable children to make extensive progress in relation to their starting points. Staff are extremely dedicated and strive for and maintain very high standards at the preschool. The childminder promotes children's health extremely well and their safety very effectively overall. Partnerships with parents are excellent and contribute highly to ensure consistency and continuity in children's care and learning. The staff, parents and the committee work extremely well together to continuously drive improvements that have a very positive impact on outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensuring the risk assessment covers anything with which a child may come into contact.

## **The effectiveness of leadership and management of the early years provision**

Staff have a full and exceptionally thorough understanding of their responsibilities to safeguard the children in their care. They demonstrate a comprehensive understanding of the procedures to follow in the event of concerns arising. Staff

take excellent care to ensure the premises are safe both inside and outside on a daily basis. A comprehensive assessment of risks associated with the premises underpins these daily checks. However, at times there are plastic bags stored within reach of children. Consistent rules and boundaries along with staff explanations, detailed discussions and questions enable children to consider their own safety extremely well.

Staff have high expectations of the children and use techniques such as open-ended questioning extremely effectively to encourage children's independent thinking. They significantly enhance children's learning through their sensitive and extremely caring interaction. Exceptionally clear and well-presented records of children's achievements help to direct the planning of a rich and varied range of activities. Parents regularly exchange valuable information regarding their children's learning at home and staff use this cleverly to shape the activities they offer. The staff value and take into full consideration the views and opinions of children and parents. As a result, the staff use self-evaluation extremely effectively to maintain excellent continuous improvement. Staff work exceptionally hard to provide a welcoming and interesting environment. They present the extensive and rich range of resources attractively and children are profoundly confident in making their own selections from low level storage units. Staff are able to effectively support children's individual play choices both indoors and outdoors as a result of the careful organisation of their deployment.

Staff warmly welcome and celebrate the similarities and differences of the children and their families. As a result, the setting effectively integrates and includes all children. Consequently children feel highly valued. Children use a vast range of resources that promote positive images of a diverse society. This, along with opportunities to experience an extremely wide range of different festivals and celebrations enables them to develop a detailed awareness of a more culturally diverse society. Staff plan activities specifically to accommodate all the children's needs and readily find extra to match children's individual needs where necessary. Children's key persons have an excellent understanding of children as individuals and meet their needs successfully.

Exemplary partnerships with parents are a key strength of this pre-school and underpin the excellent work they do in meeting children's needs and providing individually tailored activities. For example, staff provide challenging opportunities to develop the play of children who enjoy particular types of play, such as super hero play, at home. Staff work extremely closely with the local school and well-established, regular sessions at the school are highly effective in supporting children's transition. There are also some excellent links with external agencies, and some other early year's settings that the children attend.

## **The quality and standards of the early years provision and outcomes for children**

Children develop high levels of self-esteem and confidence at the preschool. Staff consistently and warmly acknowledge their kind behaviour, achievements and

efforts. An extensive range of all children's work is on display, such as emergent writing, pictures and paintings. As a result, children feel extremely valued. Children demonstrate an exceptional understanding of their own needs and others. For example, they wait patiently in a queue to wash their hands and use the toilet. They are very confident in approaching adults to seek support and help when necessary. Children's behaviour is exemplary. They respond very well to the high expectations the staff have and willingly participate in daily routines, such as tidying away. They develop close relationships with one another and often choose to play with a particular friend. Children demonstrate a well-developed sensitivity to others. For example, they talk to each other quietly asking for help in dressing up and often say please and thank you. They also put a reassuring hand on another's shoulder to give encouragement to take part at story time. As a result, children make an exceptional positive contribution to their setting and feel safe and secure.

Children are extremely happy and settled at the preschool. They initiate their own play and ideas, and make many choices. For example, they choose to role play in the hospital, or in Rudolf's cafe. Children busily take on different roles. They take each others orders in the cafe and make pizza. They utilise the outdoor area extremely well and highly benefit from plenty of fresh air and physical activity. Physical play equipment effectively enables children to develop control over their bodies, as they peddle bikes and make a pulley system using rope to go up the slide. Staff fully extend children's knowledge and understanding of the world they live in. For example, children are able to engage in planting and growing and observe pond life.

Children develop an excellent awareness and understanding of different aspects of a healthy lifestyle. For example, they fully enjoy exploring the effects that physical exercise has on their bodies and they excitedly help to prepare nutritious snacks, such as toast and milk. Staff make every day routines into a learning opportunity. For example, at snack time they give the plates, cups and food monetary value. The children are encouraged to pay for the items they want and put pennies into a container, which effectively encourages early calculation and problem solving. Regular routines and detailed discussions enable children to understand the importance of good personal hygiene. For example, hand washing.

Staff enthusiastically involve themselves in children's play and activities extremely well. They ask skilful questions to successfully extend and support children's knowledge and understanding further. Children develop excellent skills for the future. They confidently use cameras to take photographs and the lap top computer to play educational games.

Children's progress records are excellent. Staff very securely and clearly track children's progress towards the early learning goals. Ongoing observations are very evaluative and identify children's achievements accurately. Staff use the thorough assessments purposefully to feed into weekly planning for children's next steps in learning. Children's records are always available to parents on request and parents know who their child's key person is to talk with about their child's progress and achievements. This enables parents and staff to all contribute their understanding, develop a very clear picture of children's progress and to effectively identify

consistent future steps in learning and development.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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